


College and Career Literacy

Lesson Preparation

Daily Lesson 3	READING	
	TEKS	Ongoing TEKS
Key Understandings and Guiding Questions	E1.Fig19B E1.8A E1.9A E1.11A,B E1.21B E1.24B	E1.Fig19A E1.26A
Vocabulary of Instruction	<ul style="list-style-type: none"> • Summarize • Data • Graphic 	
Materials	<ul style="list-style-type: none"> • Reader's Notebook (1 per student) • Teacher Reader's Notebook (1) • Independent reading novel (1 per student) • Short procedural text (1 per student) • Library or media center access • Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> • Teacher Resource: English I Unit 05B Reading Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select a short procedural text which includes factual, quantitative or technical data relating to a career. Prepare to Think Aloud as you analyze the data presented in the text. 3. Secure library or media center access for print and online research. 	
Background Information	 UNDERDEVELOPED CONCEPT: Reading to obtain information and writing to inform are basic requirements of daily life for most adults. Advanced levels of reading informational text require continual instruction and scaffolding. Summarize – to reduce large sections of text to their essential points and main ideas. Note: It is still important to attribute summarized ideas to the original.	

Daily Lesson 3	READING
	<p>Steps in analysis:</p> <ul style="list-style-type: none">• Determine the objective(s) of procedural text• Determine the clarity of the objective(s) <p>This Instructional Routine partially assesses Performance Indicator: <i>“In a small group, use available online and print resources to study a selected career. Discuss the purposes of the resources and the most important details. Create a visual representation (e.g., pamphlet, digital presentation, web page, display board) to inform others about the career. Share the information with the class.”</i></p>
Teacher Notes	

Instructional Routines

READING

Daily Lesson 3	
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective:</u> Students analyze information presented in a procedural text and begin researching a selected career.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Reading Appetizer. 2. Review with students the importance of determining the author's objective when reading a procedural text. 3. Display selected procedural text and allow time for students to read the information. Ask: What is the author's objective? Discuss responses. Ask: How clear is the objective? Discuss responses, referring to textual evidence from the text. 4. Think Aloud to examine the factual, quantitative, or technical data of the text. Ask: How does the use of this data help to clarify the author's objective? Is it effective? Discuss responses. 5. Model summarizing the information in the text, including the most important details as well as the data and any other graphical elements the author includes. 6. Remind students that as they study and gather information for their chosen career, they will need to summarize the information, including any data or graphics their online or print resource may include. 7. With students, brainstorm strategies they can use to record and organize their information, such as notes, learning logs, concept maps, outlines, etc.
Learning Applications	<ol style="list-style-type: none"> 1. Students review the questions pertaining to their career selection and study online and print resources.
Closure	<ol style="list-style-type: none"> 1. Ask: How does having a plan aid in focusing a task? Discuss responses.